

Planning for the Future Checklist















Use this checklist as a discussion guide in preparing for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.

Name: _____ Date: _____

Every Year

1. Meet with your agency and school supporters.
2. Take time to talk about information learned from any assessments about your abilities and interests.
3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
5. Build on what you started the year before.

	14-15 Year Olds	15-16 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <input type="checkbox"/> Talk with your school and/or agency supporters about your interests and what you want to study after high school. <input type="checkbox"/> Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs. <input type="checkbox"/> Meet with your school's transition coordinator to make sure you are taking the right classes for your goals. <input type="checkbox"/> Understand your disability. Ask for your own accommodations and/or assistive technology.  	<ul style="list-style-type: none"> <input type="checkbox"/> Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare. <input type="checkbox"/> If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying. <input type="checkbox"/> Visit technical schools or certificate programs you may be interested in. 
Employment	<ul style="list-style-type: none"> <input type="checkbox"/> Sign up to volunteer and job shadow during school and/or summer months. <input type="checkbox"/> Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs. <input type="checkbox"/> Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.  	<ul style="list-style-type: none"> <input type="checkbox"/> To get ready for a job, practice filling out job applications and answering questions an employer might ask you. <input type="checkbox"/> Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer. <input type="checkbox"/> Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings. 
Community Living	<ul style="list-style-type: none"> <input type="checkbox"/> Join an activity at your school, community, or place of worship. <input type="checkbox"/> Practice asking for what you need during your IEP and other meetings. <input type="checkbox"/> Ask about certified transportation training at your IEP meeting. <input type="checkbox"/> Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies. <input type="checkbox"/> If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services. <input type="checkbox"/> If needed, create an Individual Health Plan with your doctor and school nurse.  	<ul style="list-style-type: none"> <input type="checkbox"/> Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers. <input type="checkbox"/> Keep a list of your medical conditions and physicians. Be able to describe your health needs. <input type="checkbox"/> If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help. <input type="checkbox"/> Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies. <input type="checkbox"/> Keep copies of your medical, education, and government papers in a file to have ready when you need them. <input type="checkbox"/> Learn the differences between wants and needs, and the differences between earned and unearned income. 

	16-17 Year Olds	18-21 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <input type="checkbox"/> If your goal is a trade or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need. <input type="checkbox"/> Ask your counselor about financial aid to pay for tests and test-prep classes and books. <input type="checkbox"/> Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to access current documentation of your disability before you leave high school. <input type="checkbox"/> Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need. <input type="checkbox"/> Talk with your IEP team about how you can use your "Summary of Academic Achievement and Functional Performance" after high school. <input type="checkbox"/> Make sure you have the assistive technology you need as you leave high school. 
Employment	<ul style="list-style-type: none"> <input type="checkbox"/> Research 5 to 10 jobs that interest you and discuss what accommodations you may need. <input type="checkbox"/> Apply for part time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations. <input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your areas of interest. They can help you with this for work during school, nights and weekends, and during the summer. 
Community Living	<ul style="list-style-type: none"> <input type="checkbox"/> Decide whether you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing. <input type="checkbox"/> Learn about community activities you can get involved in. <input type="checkbox"/> Apply for a driver's license or state ID card. <input type="checkbox"/> If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits. <input type="checkbox"/> If possible, schedule and attend at least some of your medical appointments by yourself. <input type="checkbox"/> Practice budgeting your money and develop savings goals. <input type="checkbox"/> If you have autism, call the Bureau of Autism Services to request information about applying for their adult autism programs. A parent/guardian can also call on your behalf. 	<ul style="list-style-type: none"> <input type="checkbox"/> If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters. <input type="checkbox"/> Contact the Special Needs Units (Medicaid plans) or Customer Service (private health plans) to choose a physician who treats adults. Ask your pediatrician to send a transfer summary of your records. <input type="checkbox"/> Verify your healthcare insurance coverage and continuation of benefits past age 18. <input type="checkbox"/> Apply for Personal Assistance Services, if needed. <input type="checkbox"/> Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday. <input type="checkbox"/> Practice getting around your community by taking public transportation or arranging medical transportation. 

The "Planning for the Future Checklist" was developed and supported through a partnership between the United Way of Allegheny County's 21 and Able Initiative, the Pennsylvania Bureau of Special Education, and the Pennsylvania Training and Technical Assistance Network, with input from stakeholders across Pennsylvania.



Adult Agencies

Bureau of Autism Services	866-539-7689
Bureau of Children's Behavioral Health Services	717-705-8289
CareerLink	717-787-3354
Department of Human Services	800-692-7462
Office of Developmental Programs	888-565-9435
Office of Vocational Rehabilitation	800-442-6371
Pennsylvania Statewide Independent Living Council	717-364-1732
Pennsylvania Elks Home Service Program	800-986-4550
Social Security Administration	800-772-1213
Pennsylvania Office of Long Term Living	866-286-3636

For information and resources on secondary transition in Pennsylvania, go to the Pennsylvania Secondary Transition Guide at: www.secondarytransition.org.

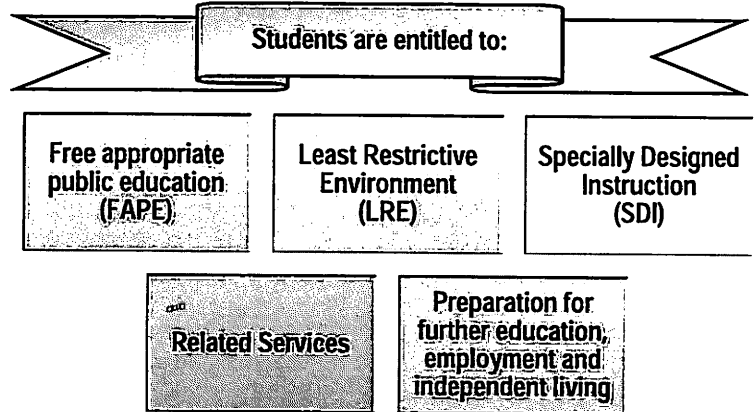


Entitlement vs Eligibility (IDEA, ADA and Section 504)

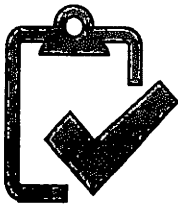
Entitlement:



School-age students with a disability receiving special education services are **ENTITLED** to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA). Services are documented within the student's Individualized Education Plan (IEP) as determined by the IEP team and funded by the school district.



Eligibility:



Once a student exits school, **ELIGIBILITY** for services and supports is determined through the requirements of agency(s) outside of the school system.

- ✓ Individuals may qualify for services BUT services are not guaranteed
- ✓ Responsibility to obtain services is on the individual/parent/guardian.
- ✓ Services may be provided IF there is enough staff, capacity at the facility, and/or funds to provide services
- ✓ Self-advocacy is necessary in obtaining accommodations

Post-Secondary Education	Employment	Independent Living	Self-Advocacy
<ul style="list-style-type: none"> • Rights are governed by the ADA • Student must self-disclose disability and present documentation to the college/university's Office of Disabilities. IEPs are not considered documentation of a disability • Psychological documentation within the last year is needed to determine eligibility • Student must ask individual professors for accommodations 	<ul style="list-style-type: none"> • Rights are governed by the ADA <p>The individual must:</p> <ul style="list-style-type: none"> • Identify disability to employer to receive accommodations • Request reasonable accommodations • Self-advocate for themselves in order to obtain accommodations 	<p>The individual should understand:</p> <ul style="list-style-type: none"> • Housing rights and responsibilities • How to maintain his/her home • General cleanliness • Nutrition • Health and safety • Personal finance • Meal preparation • How to seek out support services from the local Center for Independent Living (CIL) 	<p>The individual should be able to:</p> <ul style="list-style-type: none"> • Self-identify • Describe his/her disability, strengths and areas of need • Be responsible for obtaining disability documentation • Request accommodations • Seek out support services

Entitlement vs Eligibility (IDEA, ADA and Section 504)

	Individuals With Disabilities Education Act (IDEA) 2004	Americans with Disabilities Act (ADA) 1990	Section 504 of the Rehabilitation Act of 1973
In general	Students ages 3-21 with one or more of the 13 specific disability categories and who need special education and related services are ENTITLED to services to prepare them for further education, employment and independent living.	Any person who has a physical or emotional impairment that substantially limits a major life activity are ELIGIBLE for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.	Any person who has a physical or emotional impairment that substantially limits a major life activity are ELIGIBLE for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.
What is it?	An education law which describes what students are entitled to receive while in public school: <ul style="list-style-type: none"> • Free Appropriate Public Education (FAPE) • Specially Designed Instruction (SDI) • Related Services 	A civil rights law which provides persons with disabilities protections from discrimination based solely on the disability in: <ul style="list-style-type: none"> • Employment • Public Services • Accommodations 	A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance
Who is responsible for identification?	The local education agency (LEA) where the student resides. A comprehensive evaluation is required with parental consent.	The student must: <ul style="list-style-type: none"> • Secure the assessment and the evaluation • Self-identify to the school/employer • Provide appropriate documentation to the school/employer 	Local education agency (LEA) where student resides. Parental notice, not consent, is required for evaluation.
Differences with appropriate services	Identified students are entitled to: <ul style="list-style-type: none"> • Accommodations such as extended time, word banks, adaptive technology • Adaptations such as limiting the number of problems, teaching modifying teaching style or method • Modifications such as withdrawal from skills, reducing reading level or difficulty of assignments • Services such as Personal Care Attendant (PCA), Occupational Therapist (OT), Physical Therapist (PT), Speech and Language, Transportation 	Qualified persons access to reasonable accommodations are provided that "level the playing field": <ul style="list-style-type: none"> • Academic adjustments such as extended time for tests, priority registration • Auxiliary aids such as adaptive equipment, FM systems, sign language interpreters, electronic textbooks • Services such as readers, note takers, test proctors • Modifications such as removal of architectural and technological barriers 	"Appropriate education" refers to an education comparable to that provided to students without disabilities. This may be defined as regular or special education services.
Resources (Websites): Entitlement vs Eligibility	A Comparison of ADA, IDEA and Section 504- http://dredf.org/advocacy/comparison.html From Entitlement to Eligibility: Differences Between Public Education and Post-Secondary Education for Individuals with Disabilities- http://tinyurl.com/hytet56 Maryland Learning Links - https://marylandlearninglinks.org/resource/entitlement-versus-eligibility/ KidSource - http://www.kidsource.com/kidsource/content3/ada.idea.html		

TRANSITION FROM SCHOOL TO WORK

OVR PROGRAMS AND SERVICES

Who should be referred to OVR?

Any high school student with a disability who may need vocational guidance and assistance in preparing for, obtaining, or maintaining competitive integrated employment should be considered for referral to the Office of Vocational Rehabilitation (OVR). Students who have an Individualized Educational Program (IEP), a 504 Plan, or who are involved with a school's Student Assistance Program may be appropriate referrals to OVR.

When should a referral take place?

A referral to OVR can be made by anyone, including the student, a family member or school/agency personnel.

Ideally, students should be referred two years prior to graduation, although referrals can be made earlier when appropriate. Students with the most significant disabilities and students who may be considering subminimum wage employment should be referred early to discuss options for services between the Office of Developmental Programs (ODP) and OVR.

Students with a significant visual impairment can be referred to the Bureau of Blindness and Visual Services at any time.

Outreach and information may be provided on behalf of a student at any age without a formal referral.

What are the roles/responsibilities of the parent/guardian?

Parents/guardians must provide consent for a student to be referred by a school district to OVR. Parents/guardians play a critical role in transition planning and should be encouraged to be an active participant in the OVR process.

What information should OVR have to assist in transition planning?

OVR's program is based on eligibility for services and is not an entitlement program. A student must be determined to be eligible by an OVR Counselor. The counselor must first determine that the student has a diagnosed disability, and that the student's disability substantially interferes with his/her ability to prepare for, obtain or maintain competitive integrated employment. Information from the school district can assist in determining eligibility and can include:

- Current IEP and the Comprehensive Evaluation Report (CER) including any recent formal psychological testing
 - Formal and informal vocational assessments
 - Information about the student's interests, abilities, aptitudes, learning style, strengths and needs, as they relate to his/her employability (e.g., teachers' classroom observations, a description of the student's involvement in school to work activities, community- based assessment, work experience, portfolios, etc.).
- * This information may also be submitted at the time of referral or application with a signed "Authorization for the Release of School Records."

How long does the process take?

PA OVR has determined that the best practice is to contact the individual within 15 days regardless of how the referral is forwarded to OVR.

Once an application for services has been submitted, OVR has 60 days to determine eligibility for services. Sometimes, determinations may take longer due to waitlists for assessments or other services. In these circumstances, a Time Extension must be agreed upon and signed by the customer and counselor.

What services can OVR provide?

Once determined eligible for services, an Individual Plan for Employment (IPE) is developed in collaboration with the OVR Counselor, student, and other members of the student's support system. The IPE outlines the vocational goal, services, providers, evaluation criteria, and the customer responsibilities that will allow the customer to achieve their vocational goal.

Services are provided on a case by case basis, and are individualized based on the student's job goal, interests, skills and abilities.

For information about OVR's Pre-Employment Transition Services, please see the PETS One Pager.

Who do I call if I have a complaint?

Complaints should start at the local OVR office. A statement describing the customers appeal rights is a part of the *Customer Statement of Rights and Responsibilities* form.

At intake/application, staff must provide the *Rehabilitation Services Handbook* and the Client Assistance Program (CAP) Brochure. These brochures ensure that the customers are aware of the OVR process, services available, and their rights and responsibilities. These brochures also advise the customer regarding services offered by CAP and how to contact CAP, if necessary.

Secondary Transition: 1 Page Reference Guides

The following series of family friendly 1-page documents are designed to provide brief, concise overviews of prioritized topics that address what parents and family members should consider when supporting their youth in preparing for post-secondary education, employment, and independent living. The following documents below can be downloaded at the following website:

[http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary Transition Family 1Pager Guides.html](http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary%20Transition%20Family%201Page%20Guides.html)

Entitlement vs Eligibility: (English) (Spanish)

School-age students with a disability receiving special education services are ENTITLED to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA). However, ELIGIBILITY for services and supports for youth once they exist school is determined through the requirements of the agency outside the public school system. This family friendly 1-page guide describes the differences between entitlement and eligibility for services.

Financial Fundamentals: Discussion Starters (English) (Spanish)

This family friendly 1-page guide describes six topics to discuss with youth when discussing how you can managing their financial future.

Understanding Self-Advocacy (English) (Spanish)

Self-advocacy means that a person understands her/his rights and responsibilities. This family friendly 1-page guide provides family members basic information to share with their youth about self-advocacy

Post-Secondary Education and Training

Exploring the Option of a Two or Four Year College: (English) (Spanish)

When considering a two or four-year college, it is important for youth to self-advocate for needs and live as independently as possible. This family friendly 1-page guide describes considerations for discussions family members may have with you considering college options.

Post-Secondary Education Expectations (English) (Spanish)

This family friendly 1-page guide describes difference between high school and post-secondary education.

Employment

Preparing for Employment (English) (Spanish)

When family members have high academic and employment expectations for their children with disabilities, the youth experience greater success in those critical areas. This family friendly 1-page guide addresses considerations for youth employability and the importance of work for youth with disabilities.

Customized Employment: (English) (Spanish)

Customized employment is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. This family friendly 1-pager guide describes customized employment. (English) (Spanish)

The Importance of Employment: Why Work (English) (Spanish)

This family friendly 1-page guide provides family members with discussion topics to review with their youth specific to the importance of employment.

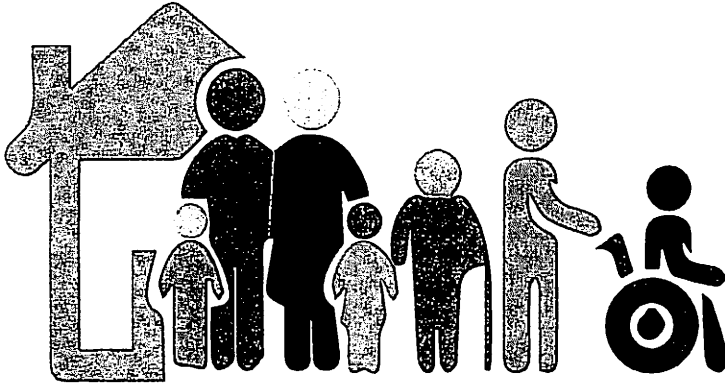
Job Skills: Getting Ready for Work (English) (Spanish)

Learning and practicing job skills while youth are still in schools helps youth with disabilities to be more successful at finding and maintaining employment. This family friendly 1-page guide describes skills for youth that lead to success in the workplace.

Promoting Independent Living While Still in School (English) (Spanish)

There are many aspects of independence for a young person with a disability and family members to consider. This family friendly 1-page guide addresses examples of activities in the school, home, and community that parents and family members can discuss with their youth.

MONTGOMERY COUNTY INTERMEDIATE UNIT RESOURCE EXPO



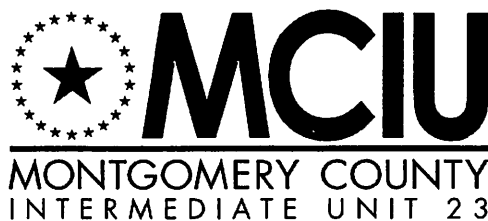
The Montgomery County Intermediate Unit is pleased to present an evening of resources for families, educators, and students. As many as 50 vendors will be on hand to discuss supports for students with disabilities, their families and educators.

TRANSITION TO ADULT LIFE AGENCY INFORMATION

For families and students with special needs moving beyond high school can be an exciting yet overwhelming experience. Take this opportunity to personally meet and speak with representatives from colleges, technical programs, advocacy groups, employment supports, community resources, special needs financial planners, supports coordination providers, recreation and leisure groups, and more!

RESOURCE FAIR

Led by MCIU consultative staff, the Resource Fair is an event that provides families and educators with an opportunity to meet with service providers from throughout the tri-county area. Families and educators alike can talk with estate planners, summer camp groups, community and advocacy groups. Providers support students and families across age and grade levels as well as disabilities.



March 22, 2018 | 6:00 PM - 8:00 PM
Perkiomen Valley High School Cafeteria

For additional information, please contact:
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